



Designing Professional Development That Works

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November 15, 2010



A Little About Us





Frances Newsom-Lang
Instructional Technology Specialist (Queens)



Educator
Proud Mom
Administrator
Passionate Learner
Online & F2F



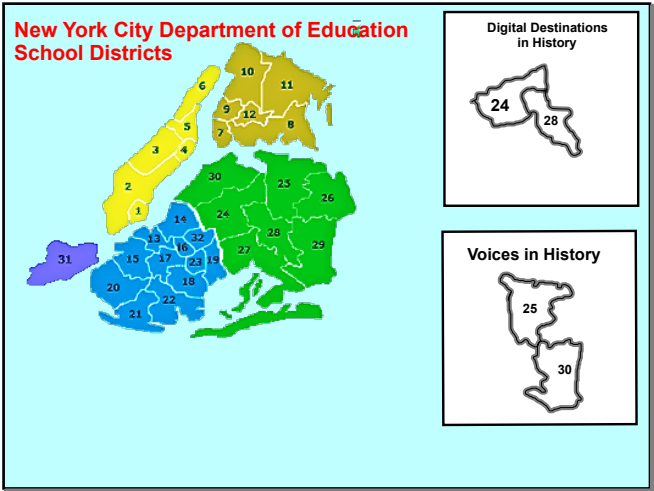
Winnie Bracco
Technology Innovation Manager (Queens)

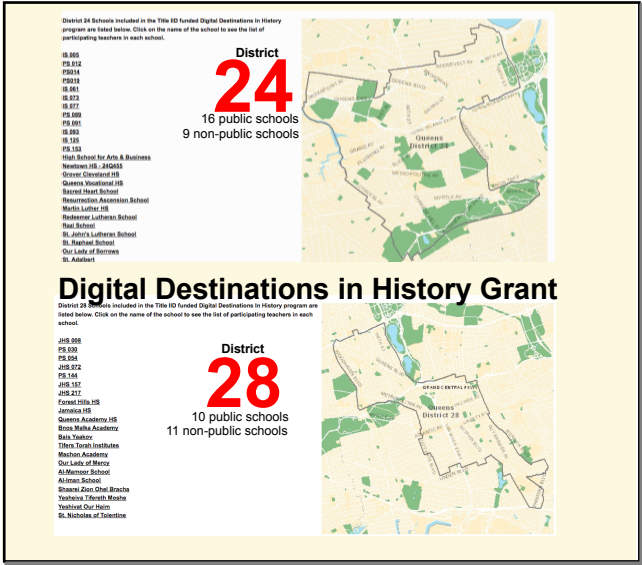
New York City Department of Education
Division of Performance & Accountability

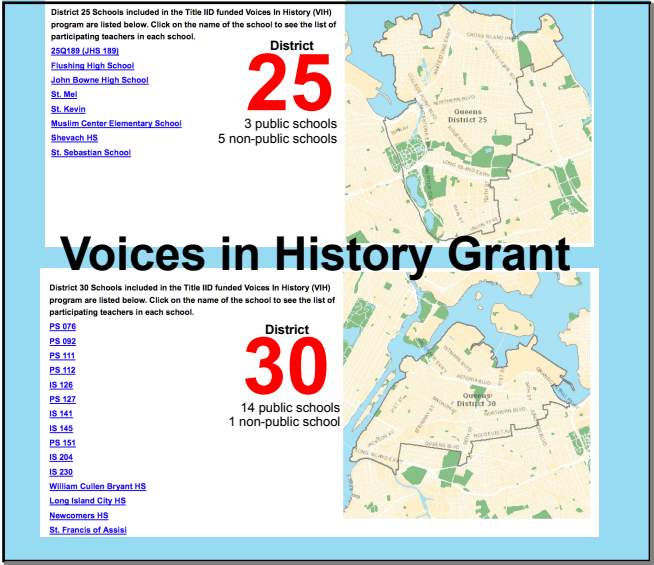
New York City, Borough of Queens



New York City Department of Education
Office of Educational Technology
Go To: Hightstown







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A Common Lexicon

| Word | Description |
|----------------|---|
| ✓ Fully Online | Online course in LMS - no face-to-face. |
| ✓ Hybrid | F2F weekly Sat. workshops with blogs + wikispaces, et al. |
| ✓ Blended | Online course in a Moodle with f2f support |


Current Research

Summary of Key Findings of US Dept of Ed 2009 Meta-Analysis

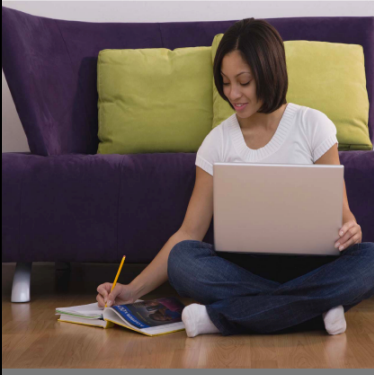
Review NACOL's Promising Practices in Online Learning



U.S. DEPARTMENT OF EDUCATION




Evaluation of Evidence-Based Practices in Online Learning
A Meta-Analysis and Review of Online Learning Studies



U.S. Department of Education
Office of Planning, Evaluation, and Policy Development
Policy and Program Studies Service

Prepared by
Barbara Means
Yukie Toyama
Robert Murphy
Marianne Bakia
Karin Jones

Center for Technology in Learning
2009



Evaluation of Evidence-Based Practices in Online Learning: A Meta-Analysis and Review of Online Learning Studies, 2009

"Classes with **online learning** (whether taught completely online or blended) on average **produce stronger student learning outcomes** than do classes with solely face-to-face instruction. The mean effect size for all 51 contrasts was +0.24, $p < .001$."

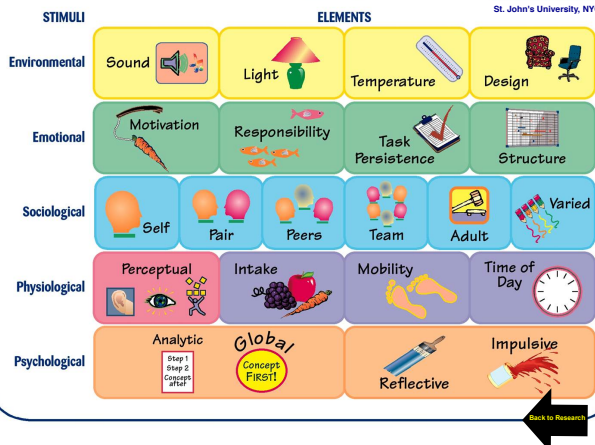


"Blends of online and face-to-face instruction, on average, had **stronger** learning outcomes than did face-to-face instruction alone."

Why?

Learning Style Model

DESIGNED BY
DR. RITA DUNN
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Blended Learning is...

"The integration of face-to-face and online learning to help enhance the classroom experience and extend learning through innovative use of information and communications."
University of Calgary, Teaching & Learning Center, March 3, 2008

"A course that blends online and face-to-face delivery. Substantial proportion of the content is delivered online, typically uses online discussions and typically has some face-to-face meetings." *Blending In: The Extent and Promise of Blended Education in the United States*, Allen, Seaman and Garrett, March 2007

"The combination of multiple approaches to learning. Blended learning can be accomplished through the use of "blended" virtual and physical resources." Wikipedia, January, 2008

"A pedagogical approach that combines the effectiveness and socialization opportunities of the classroom with the technologically enhanced active learning possibilities of the online environment....a fundamental redesign of the instructional model with the following characteristics:

- * a shift from lecture to student-centered instruction in which students become active and interactive learners"
 - * increases in interaction between student - instructor, student-student, student-content and student-outside resources
 - * Integrated formative and summative assessment mechanisms for student and instructor"
- "Blended Learning", EDUCAUSE. Dziuban, Hartman and Moskal, 2004

We'd like to share what we've learned in the Title IID "Enhancing Education Through Technology" Grants

T4: Transforming Teaching Through Technology

TELL: Technology Enhancing English Language Learners
2007 - 2010

DDIH: Digital Destinations in History

VIH: Voices in History
2010 - 2012

**Title IID "Enhancing Education Through Technology" Grants
2007 - 2010**

Queens, NY

| Literacy | T4 Grant Transforming Teachers Through Technology | TELL Grant Technology Enhancing Language Learners |
|---|--|--|
| Type of Course | Web-Enhanced Hybrid Face-to-Face with Online Support & Collaboration | Web-Enhanced Hybrid Face-to-Face with Online Support & Collaboration |
| School Districts | Districts 24 & 28 | Districts 29 & 30 |
| # Schools | 24 | 24 |
| # Teachers | 110 | 100 |
| Teachers | Public and Non-Public | Public and Non-Public |
| Grades | K - 12 | K - 12 |
| Public School Status | SINI, SURR or Corrective Action | SINI, SURR or Corrective Action |
| Targeted Student Population | Special Education | English Language Learners |
| Technology Tools used to Reach Diverse Learners | Interactive Whiteboards Digital Movie Making Podcasting Info Lit | Interactive Whiteboards Digital Movie Making Podcasting Info Lit |
| Collaborative Online Tools used to Build Learning Communities | Blogs and Wikis | Blogs and Wikis |
| Support Materials, Teacher & Student- Created Projects | oitqueens.com | oitqueens.com |

**Title IID "Enhancing Education Through Technology" Grants
2010 - 2012**

Queens, NY

| | DDIH Digital Destinations in History | VIH Voices in History |
|---|--|--|
| Social Studies English Language Arts | Events in History | People in History |
| Content Focus | Events in History | People in History |
| Districts | Districts 24 & 28 | Districts 29 & 30 |
| # Schools | 24 | 24 |
| Grades | K-12 | K-12 |
| Where does interaction take place? | Saturdays Face-to-Face | Saturdays Face-to-Face |
| Course Type | Hybrid 90% Face-to- Face | Hybrid 90% Face-to- Face |
| | Blended 90% Online | Blended 90% Online |
| | 10% Online | 10% Online |
| | 10% Face-2-Face | 10% Face-2-Face |
| Support: People | Staff Developer | Staff Developer |
| Support: Online Resources | website blogs wikispace | website blogs wikispace |
| Support: Equipment | laptop projector | laptop projector |
| Support: Tutorials | Videos PDF | Videos PDF |
| Meeting Environment | Face-to-face workshops | Face-to-face workshops |
| Tools Taught | Blogs Wikispaces Google Maps Google Tools Graphic Novels Digital Movies | Blogs Wikispaces Google Maps Google Tools Graphic Novels |

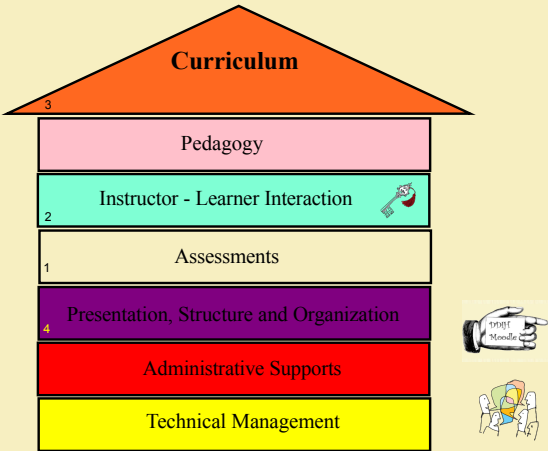
Key Findings by Grant Evaluators

ReLearning Curve/QOET 9/29/10

| | Digital Destinations in History | Voices in History |
|--|---|---|
| Alignment to NETS-T, NYS ELA, NYCDOE PTS Standards | 100% | 100% |
| Teacher Attendance (t2f) | 82% | 69% |
| Teacher Completion Online | 100% | 100% |
| Overall Satisfaction (Good to Excellent) | 85% | 85% |
| Ability to Integrate Technology into Classroom (Scale 1-5) | 3.59 | 3.71 |
| Frequency of Use of Technology in ELA Instruction | 3.45 | 3.3 |
| Increased Ability to Integrate Technology into ELA Instruction | 84.6% | 71.4% |
| Developed Collaborative Learning Communities | 82.1% | 82% |
| Student Technology Use after Program (Increase) | 59.7% (grades 3-5) 56.7% (grades 6-12) | 52.0% (grades 3-5) 54.5% (grades 6-12) |

How Did We Build Our Blended Courses to Insure that They Actually Impacted Teacher Mastery and Student Learning?

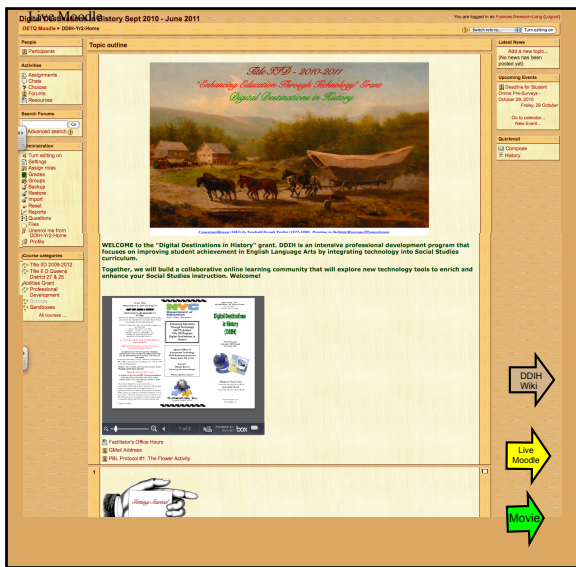
Seven Domains for Online Courses

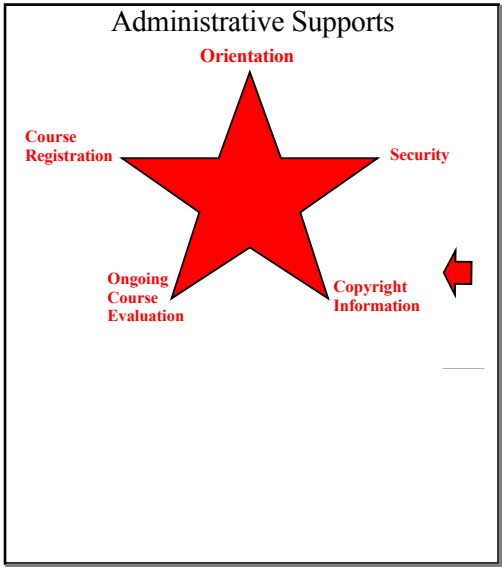


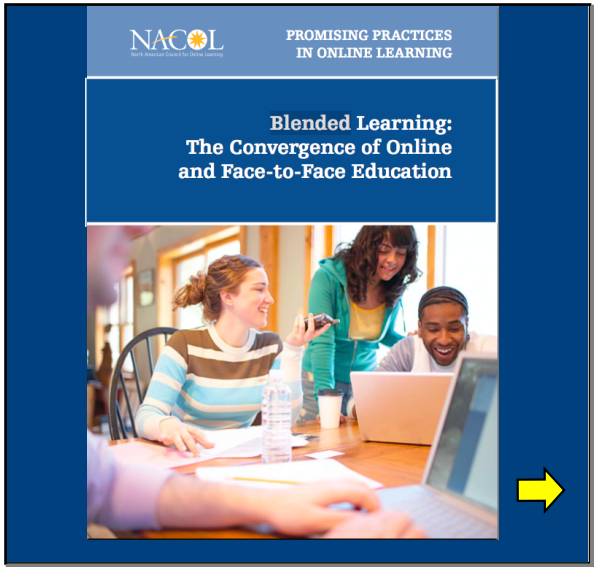
Assessment Structure

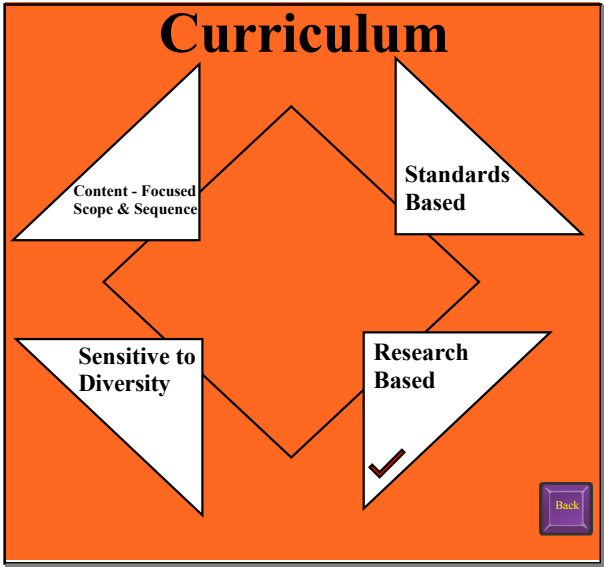
| Course Type | Who Does the Assessment? | What Assessment Instrument is Used? |
|---|---|---|
| Hybrid - Face-to-Face Saturdays -Blogs/ Wikis | Evaluator is present in all Saturday workshops. | Pre and Post Surveys for every workshop |
| Blended - Online in Moodle with Blogs/ Wikis | Evaluator has access to all sessions in Moodle and reviews activities & deliverables. | Pre and Post Surveys for every session |

Additional Assessments: Pre-Course Survey - Teachers & Students
Post-Course Survey - Teachers & Students









Research Based Learning Theories

Carol Ann Tomlinson

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The diagram illustrates the relationship between three key documents in online education. On the left, a dark blue box contains the SREB logo and the text "Educational Technology Competencies". In the center, a white box contains the text "Guidelines for Professional Development of Online Teachers". On the right, a white box contains the text "Be VOCAL: Characteristics of Successful Online Instructors", "Journal of Online interactive Learning, Fall 2005", and a list of characteristics: V = Visible online, O = Organized, C = Compassionate, A = Analytical, and L = Leader-by-Example. Arrows indicate that the SREB document informs the Guidelines, and the Guidelines inform the VOCAL document.

SREB
Educational Technology
Competencies

Guidelines
for Professional
Development of
Online Teachers

"Be VOCAL: Characteristics of
Successful Online Instructors",
Journal of Online interactive
Learning, Fall 2005

V = Visible online
O = Organized
C = Compassionate
A = Analytical
L = Leader-by-Example

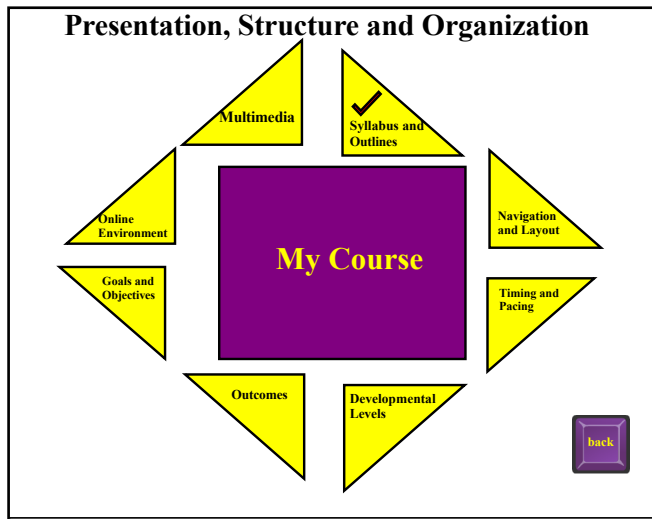
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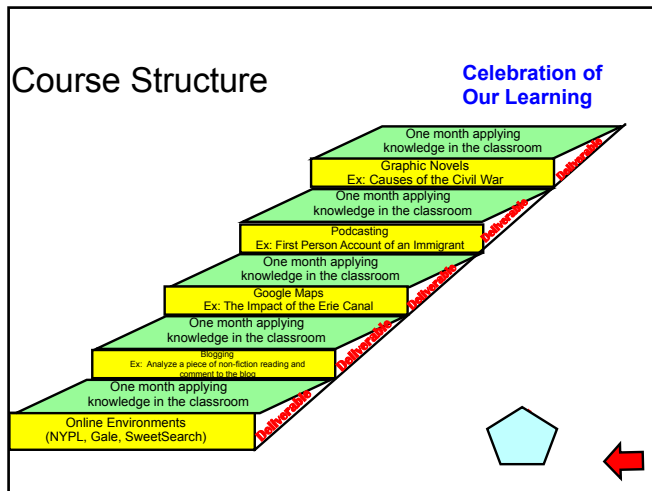
Pedagogy

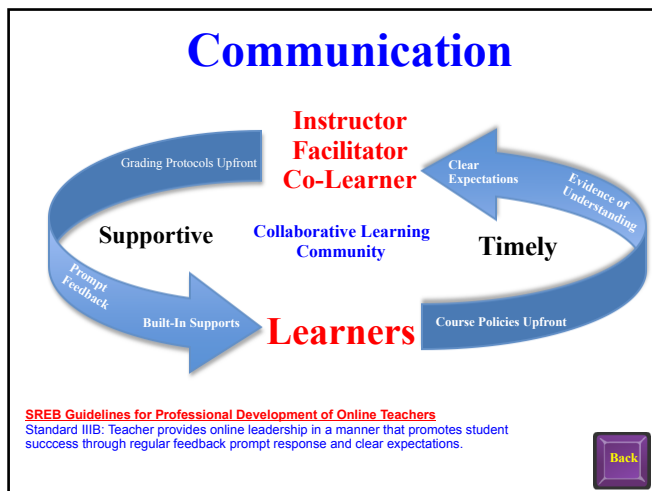
- Best Practices Constructivist Reflection
- Authentic Learning
- Higher Order Thinking
- Evidence of Planning
- Appropriate Online Instructional Design
- Assessment Embedded in Instruction
- Uses Data to Monitor and Adjust Instruction

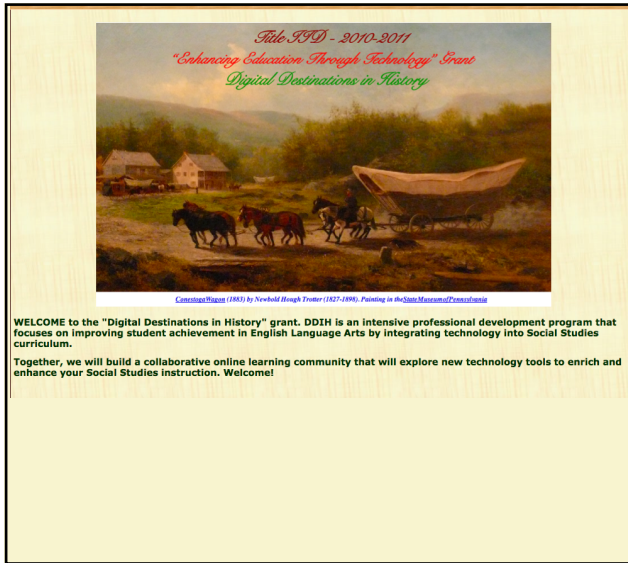
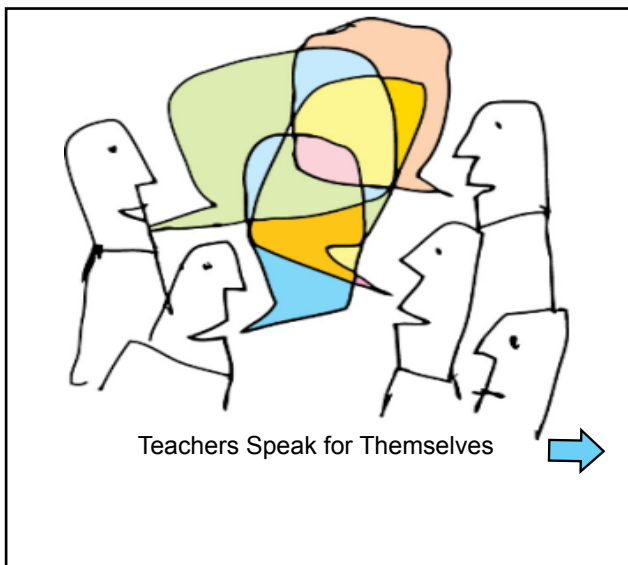
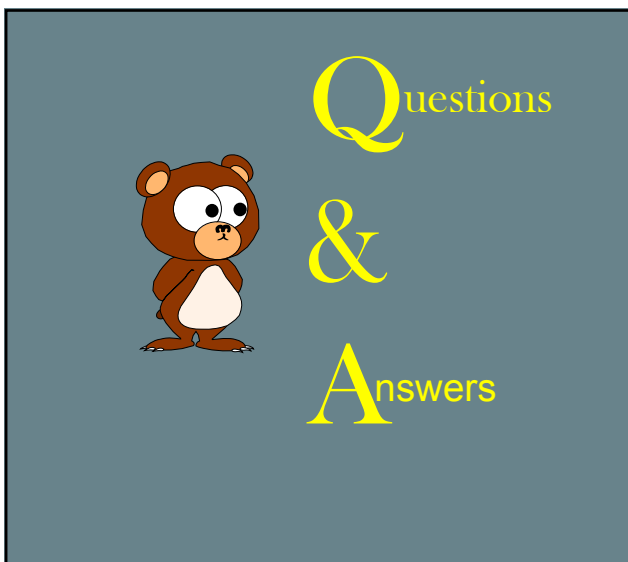
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